

UNIVERSITY OF PENNSYLVANIA

STATUS OF VOLUNTARY TEACHERS'
ASSOCIATIONS IN CITIES OF 100,000
POPULATION OR MORE

M. DAVID HOFFMAN

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA

1931

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UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, Secretary

OFFICE OF EDUCATION

WILLIAM JOHN COOPER, Commissioner

BULLETIN, 1930, No. 36

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BY

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., March 2, 1931.

SIR: Teachers' organizations are of comparatively recent origin. The skilled trades and the learned professions found advantages in organizing on both local and national scale in the country long before such course was taken by educators. Perhaps this was due to the rather illy defined nature of the calling which has prevailed until recently and which still characterizes it in some sections of the country. As long as it was possible for persons with no apprenticeship training to teach, there appeared no good reason why unions of skilled craftsmen should invite affiliation. When no formal collegiate education was demanded for certification, and teaching was merely a temporary occupation for future clergymen, lawyers, doctors, and housewives, there was no welcoming hand extended by professional organizations. Recently, however, teachers have discovered that their interests can be promoted and defended through group action. This movement merits study. What motives lead to organization? What forms do the organizations take? What application do local units make? What services are rendered members? What causes are advanced and by what means?

Under direction of the faculty of the Department of Education in the University of Pennsylvania, M. David Hoffman has been studying the associations of teachers in our larger cities. The manuscript presented herewith should be printed as a bulletin of the office, not alone for the light it shed on the general problem but for the stimulus it is likely to give to further studies.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

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INTRODUCTION

1. *Purpose and scope.*—This study is an attempt to present a clear and accurate analysis of the status of voluntary teachers' associations in cities of 100,000 population or more.¹ Included in "status" is a study of aims and purposes as expressed in the constitutions of teachers' associations, and a survey of types of association, of forms of organization, of membership, of activities, and of finances. The prevailing practices indicated by the associations reporting are presented in a series of tables and are discussed and evaluated. The word "voluntary" excludes a few teachers' councils which are called into existence by a superintendent of schools in an advisory capacity, where each teacher ipso facto is a member. Associations in which teachers are only a fractional element are not included—Parent-teacher associations, for example—as they are not generally considered teachers' associations.

2. *Source of material.*—The material was secured directly from superintendents of schools and individual associations, except for the names of associations in 10 cities (out of 68) as indicated in Appendix I. The writer found no studies of teacher association activities giving data for the cities under consideration complete and recent enough to use in lieu of first-hand information. The most extensive contribution to this subject is that of Carter Alexander, published in 1910, "Some present aspects of the work of teachers' voluntary associations in the United States," Teachers College, Columbia University, Contributions to Education No. 36. As the title indicates, this book deals with a very limited number of topics in rather general terms. It refers to voluntary associations as a whole rather than to the associations in cities of 100,000 population or more.

3. *Procedure.*—A letter was sent to the superintendents of schools in the 68 cities of 100,000 population or more requesting them to give the names of the various teachers' associations in their cities, together with the name and address of the president of each organization, or other officer, if the name of the president was not known. The replies to this letter form the original basis of the study. In cities of 100,000 population or more the following data show teacher associations have assumed such an importance that the superintendents

¹ 1920 census.

naturally have some contact with them. As is shown in Appendix I, in 58 out of the 68 cities considered, the superintendents answered the letter and gave the data requested. For the other 10 cities the information was secured from the National Education Association, and in the case of Philadelphia, was checked after consultation with local leaders in teacher association work.

After receipt of these lists of associations a letter was sent to the president or secretary of each association together with a General Information Blank. In this blank was laid the basis for the further detailed survey. The request was made for the "name and address of the one who can give most accurate information regarding the following types of activities (if engaged in by the association)": (1) Professional activities; (2) activities related to the school administration; (3) social, recreational, and good-will activities; (4) welfare, benefit, and philanthropic activities; (5) activities with relation to other organizations; (6) legislative activities; (7) finances; (8) publicity; (9) other activities.

Blanks requesting information regarding eight specific activities² were sent out to those whose names and addresses were given on the returned "general information blank." The blanks called for the name and position in the association of the one who replied. That they were answered by responsible officials is shown, for example, in the study of finances (p. 29), where all the financial reports given are submitted by the treasurers of the associations, and in the analysis of regular periodicals (p. 26), where the reports come, in two-thirds of the cases, from the editor and in the other cases, from the chairman of a committee, president, or executive secretary. Associations were requested to send a "copy of constitution and any other available statements relative to form of organization, i. e. rules and regulations, by-laws."

The response to the separate blanks regarding the specific activities ranges from 48 per cent (finances) to 64 per cent (social, recreational, and good-will activities). The number of associations studied for each activity, of necessity, varies according to the number of associations reporting that they engaged in the activity. The various tables in the following chapters show how representative the reports are as to the number of cities replying.

² The definition of each activity is given in the section devoted to it in Chapter II.

STATUS OF VOLUNTARY TEACHERS' ASSOCIATIONS IN CITIES OF 100,000 POPULATION OR MORE

Chapter I.—General Information Regarding Voluntary Teachers' Associations

1. *List of associations.*—From replies of superintendents of schools in 58 cities, and from information received from the National Education Association regarding 10 cities, a list of associations was prepared (Appendix I). The footnote to Appendix I refers to a few associations mentioned by superintendents which are not included and explains the reason for their omission. The list includes 340 associations. These formed the basis for the study. One hundred and seventy-six associations, 52 per cent of the number listed, cooperated in this study, by supplying more or less detailed information regarding their organization and activities. These associations are located in 57 of the 68 cities.

2. *Geographical distribution.*—The cities of 100,000 population or more and the teachers' associations therein are well distributed throughout the United States. The United States Bureau of the Census divides the United States into nine sections, which are indicated in Table 1 as the subdivisions of the classifications—Eastern United States, Central United States, Southern United States, and Western United States. The table shows that of the associations listed the eastern section has the most organizations numerically and proportionally (number in each section divided by total number), and the southern section the fewest numerically and proportionally. Fifty per cent of the teachers' associations listed in the eastern section of the country are included in this study, 55 per cent of those in the central section, 45 per cent in the southern section, and 55 per cent in the western section.

TABLE 1.—*Geographical distribution of associations, with indication of those reporting*¹

Section	Cities of 100,000 population or more		Associations listed		Associations reporting		Per cent of total number of asso- ciations reporting
	Number	Per cent	Number	Per cent	Number	Per cent	
1	2	3	4	5	6	7	8
<i>Eastern United States</i>							
New England.....	26	38	149	44	75	50	43
Middle Atlantic.....							
<i>Central United States</i>							
East North Central.....	19	28	102	30	56	55	31
West North Central.....							
<i>Southern United States</i>							
South Atlantic.....	15	22	40	12	18	45	10
East South Central.....							
West South Central.....							
<i>Western United States</i>							
Mountain.....	8	12	49	14	27	55	16
Pacific.....							
Total.....	68	100	340	100	176	-----	100

¹ The associations included are those listed in Appendix I.² Subdivisions under sections are given according to U. S. Bureau of Census.

3. *Geographical distribution according to type of association.*—Table 2 gives the geographical distribution of the associations responding according to the type of association. Based on the responses, it appears that city associations are the most typical ones in the South and that the subject-matter associations are in greater proportion in the East than elsewhere. The high-school teachers' associations are proportionately about equally distributed over the country and the schoolmasters' clubs are few in number in all sections—none reporting in the southern section of the United States. The other associations, largely made up of various kinds of classroom teachers' associations, are found in greater number proportionately in the western section. The city associations make up 26 per cent, the subject-matter associations 16 per cent, the principals' associations 15 per cent, the high-school teachers' associations 12 per cent, the schoolmasters' clubs 4 per cent, and other associations 27 per cent of the total number responding from all sections.

TABLE 2.—*Geographical distribution of associations reporting, according to the type of association*

Section of United States	Number of city associations reporting ¹	Number of subject-matter associations reporting	Number of principal-supervisor associations reporting	Number of high-school teachers' associations reporting	Number of school-masters' clubs reporting	Number of other associations reporting	Total number of associations reporting
1	2	3	4	5	6	7	8
Eastern.....	18	16	10	10	2	19	75
Central.....	15	8	7	5	4	17	56
Southern.....	9	1	4	2	0	2	18
Western.....	4	4	5	4	1	9	27
Total.....	46	29	26	21	7	47	176

¹ A city association is one admitting practically all groups in the school system.

4. *Number of associations in a city.*—Table 3 classifies the 68 cities of 100,000 population or more in 10 groups, according to the number of teachers' associations listed in each. The number of associations in any one city ranges from 1 to 45. (See Appendix I.) Twenty cities have only one association, 13 have 3 associations, 6 have 10 or more. The median number of associations in a city is 3.

TABLE 3.—*Number of associations in a city, with indication of those reporting ¹*

Number of associations in a city	Number of cities	Number of cities reporting	Per cent of cities reporting	Number of associations	Number of associations reporting	Per cent of associations reporting
1	2	3	4	5	6	7
1.....	20	13	65	20	13	65
2.....	6	4	67	12	6	50
3.....	13	11	85	39	17	44
4.....	5	5	100	20	12	60
5.....	10	10	100	50	25	50
6.....	1	1	100	6	5	83
7.....	2	2	100	14	9	64
8.....	2	2	100	16	9	56
9.....	3	3	100	27	12	44
10 or more.....	6	6	100	136	68	50
Total.....	68	57	-----	340	176	-----

¹ The associations included are those listed in Appendix I.

5. *Size of membership.*—To understand the difficulties teachers' associations face in connection with their activities one must consider the number of members belonging. Table 4 divides the associations which reported into 18 groups. The range of size of membership is from 24 to 8,865 members. The modal size is that of group B, 100–299 members, the median size is that of group C, 300–499, the mean size is that of group D, 500–699. Twenty-two per cent of the associations reporting have fewer than 100 members and 4 per cent have 3,300 or more members.

Although 46 per cent of all the associations reporting have fewer than 300 members this does not include a single city association (those admitting all or nearly all in the school system). The percentage of city associations in the larger membership groups is somewhat higher than that of the total number of associations in those groups. The range of size of membership for the city association is from 345 to 8,865. The modal size is in the 700-899 group, the median size is in the 900-1,099 group, and the mean size is in the 1,300-1,499 group.

TABLE 4.—*Size of membership in associations reporting*

Grouping according to number of members	Number of city associations reporting in each group	Total number of associations of all types reporting in each group	Per cent of city associations reporting in each group	Per cent of total number of associations of all types reporting in each group
1	2	3	4	5
A. Fewer than 100.....	0	32	0	22
B. 100-299.....	0	34	0	24
C. 300-499.....	3	16	7.5	11
D. 500-699.....	6	16	15	11
E. 700-899.....	8	14	20	10
F. 900-1,099.....	5	7	12.5	5
G. 1,100-1,299.....	4	4	10	3
H. 1,300-1,499.....	2	2	5	1
I. 1,500-1,699.....	0	2	0	1
J. 1,700-1,899.....	1	1	2.5	1
K. 1,900-2,099.....	2	2	5	1
L. 2,100-2,299.....	0	0	0	0
M. 2,300-2,499.....	1	2	2.5	1
N. 2,500-2,699.....	1	1	2.5	1
O. 2,700-2,899.....	1	1	2.5	1
P. 2,900-3,099.....	2	3	5	2
Q. 3,100-3,299.....	0	1	0	1
R. 3,300 and more.....	4	6	10	4
Total.....	40	144	100	100

6. *Membership dues.*—The membership dues of 159 associations are reported in Table 5. This represents a response from 47 per cent of the total number of associations listed in cities of 100,000 population or more. Five associations report no dues and one reports \$15 per annum. Seventy associations report dues of \$1 per annum. In each type of association reported, as well as in the total for all associations, the modal dues are \$1-\$1.99. It will be observed that the principal-supervisor associations and schoolmasters' clubs tend to have higher dues than other groups. Included in Table 5 are 13 associations in cities in which only one teachers' organization is listed. Five of these have dues from \$1-\$1.99, five from \$2-\$2.99, and three from \$3-\$3.99, indicating that in cities where there is only one association membership dues tend to be slightly higher than where there are several associations. In quite a number of associations, as will be shown in the subsequent discussion of the several

activities, the membership dues are supplemented by other sources of revenue.

TABLE 5.—*Membership dues in 159 associations reporting*

Amount of dues	City associations	Subject-matter associations	Principal-supervisor associations	High-school teachers' associations	School-masters' clubs	Other teacher associations	Total number of associations
1	2	3	4	5	6	7	8
A. No dues.....			2	1		2	5
B. Less than \$1.....	6	5		2		6	19
C. \$1-\$1.99.....	16	14	7	15	3	19	74
D. \$2-\$2.99.....	11	3	3	1	1	7	26
E. \$3-\$3.99.....	5	1	2		1	6	15
F. \$4-\$4.99.....	1		1			4	6
G. \$5-\$5.99.....	1		3	1	1	2	8
H. \$6-\$6.99.....							0
I. \$7-\$7.99.....							0
J. \$8-\$8.99.....							0
K. \$9-\$9.99.....							0
L. \$10-\$10.99.....							4
M. \$11-\$11.99.....	1		3				0
N. \$12-\$12.99.....						1	1
O. \$15.....					1		1
Total.....	41	23	21	20	7	47	159

7. *Relation of actual membership to number eligible.*—Seventy-nine associations report the relation of the number belonging to the number eligible for membership. There were 13 associations having 100 per cent membership; 19 associations with 90–99 per cent of those eligible for membership belonging; another 19 with 80–89 per cent membership; 11 with 70–79 per cent; 10 with 60–69 per cent; 2 with 50–59 per cent; 3 with 40–49 per cent; and 1 each with 30–39 per cent and 20–29 per cent membership.

8. *Character of membership.*—There is considerable variation in the character of the membership in teachers' associations. In 46 associations, or 27 per cent of the 173 associations reporting, all groups are eligible for membership. Fifty-five per cent of the associations admit kindergarten and elementary school teachers, 64 per cent of the associations admit junior and senior high-school teachers, 58 per cent admit other teachers, 61 per cent admit principals, supervisors, and other administrative officials, and 36 per cent admit others—clerical assistants and health and attendance officers.

9. *Membership according to sex.*—Of 170 associations reporting, 117 indicate membership open to both sexes, 36 restrict membership to women, and 17 are open to men only. Organizations separated according to sex may be accounted for to some extent as ones formed originally to secure certain rights, salary equalization, or preferred status for their respective groups. A sex differentiation for social purposes, as in schoolmasters' clubs, may also be noted. In some instances separation of sex is due to the fact that only one sex is included in the type of membership—as in kindergarten associations.

10. *Date of founding*.—While this is not an historical study it is important to know how long the teachers' associations have been in existence and what degree of permanence they have had. It is interesting to note the period of greatest growth. The date of founding is given in the following table as reported by the one filling out the "General Information Blank" and has not been further verified.

TABLE 6.—*Date of founding of associations reporting*

Decade	Geographical distribution of associations				
	East	Central	South	West	Total
1	2	3	4	5	6
1840-1849	1				1
1850-1859			1		1
1860-1869	1				1
1870-1879	3				3
1880-1889	2	2			4
1890-1899	10	4		1	15
1900-1909	20	6	3	5	34
1910-1919	19	11	6	7	43
1920-1927	10	17	3	5	35

There are 137 associations reporting. Some of the associations are more than 50 years old, but the majority are of recent origin. The median and modal date of founding lies in the 1910-1919 period. There appears to be a steady increase in the number of associations founded in the last few decades.

11. *Form of organization*.—(a) The usual designation of officers as president, vice president, secretary (recording-corresponding), and treasurer, exists in almost every association reporting. In 161 out of 164 associations reporting, the officers are elected by a majority vote of the total membership, or by the vote of delegates or representatives.

(b) The standing committees most frequently found in the associations reporting (excluding executive committees) are in the order named: Legislative; publicity or press; social, friendly, or fellowship; professional or educational; program or lecture; salary; welfare or teachers interests; membership; auditing; entertainment. The median number of committees (other than executive) is 4.5.

(c) In 156 out of 167 associations reporting term of office, the term is one year.

(d) The executive committee, council, or board is reported as composed of one or another of the following groups: Those elected by the association; officers and chairmen of standing committees; those appointed by president; those selected by proportional representation according to number of members in each school; officers and chairmen of committees, and one from each school; one from each school; officers and chairmen of committees, and one or more elected.

(e) 22 associations have permanent offices, 14 have club rooms, and 10 have libraries. Thirty-one associations have salaried officers.

(f) Of 161 associations reporting frequency of meetings, 60 report the holding of monthly meetings; 30 report meetings four times a year; and 23 report meetings five times a year, or bimonthly. Similarly, of 157 associations reporting frequency of meetings of the executive committee, council, or board, 67 report monthly meetings, and 29 report meetings held "at call of president."

(g) An analysis of forms of representation of 43 associations in 32 cities according to their constitutions shows that three forms appear to be preferred, as follows: (1) Representation by election from each school building unit; (2) proportional representation, according to the number of members in each school or in specified groups, such as elementary-school teachers, high-school teachers, principals, etc., and (3) general election at annual meeting.

Other methods represented by only one or two associations are suggestive. They are: Election at various sectional meetings; delegates from various subsidiary associations; combination of general election and group representation; appointment by school faculty; appointment by president; and election by letter ballot.

12. *Aims and purposes.*—An analysis of the aims and purposes of 72 voluntary teachers' associations is shown in Table 7 for 38 cities of 100,000 population or more. The analysis is based upon statements found in the constitutions of the associations. Ten different aims and purposes are expressed, and the number of associations having each of these is given.

The outstanding aims are the first and fourth ones: To promote the professional welfare, general cultural growth of members, and raise the standards of the profession; and to foster a spirit of good will and fellowship among members through social and recreational activities.

TABLE 7.—*Aims and purposes of teachers' associations according to their constitutions*

City	Association	Aims and purposes ¹									
		Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
1	2	3	4	5	6	7	8	9	10	11	12
Akron, Ohio.....	Akron Teachers' Association.....	X	X		X	X	X				
Albany, N. Y.....	League of Women Classroom Teachers.	X				X					
Atlanta, Ga.....	Atlanta Public-School Teachers' Association.		X		X						
Baltimore, Md.....	Public-School Teachers' Association of Baltimore City.	X	X				X				

¹ Aim 1. To promote the professional welfare, general cultural growth of members, and to raise the standards of the profession; aim 2. To promote the material welfare of the members; aim 3. To improve school conditions and opportunities; aim 4. To foster a spirit of good will and fellowship among members through social and recreational activities; aim 5. To create public interest in the teachers and the schools; aim 6. To secure unity of action and a crystallization of opinion and policy; aim 7. To advance the interests of the schools and the cause of education; aim 8. To discuss and study the various interests of the public schools; aim 9. To promote general interest in civic affairs by cooperation with civic organizations; aim 10. To promote the special interest they represent.

TABLE 7.—*Aims and purposes of teachers' associations according to their constitutions—Continued*

City	Association	Aims and purposes									
		Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
1	2	3	4	5	6	7	8	9	10	11	12
Buffalo, N. Y.	Night School Teachers' Organization				X	X					
	Women Teachers' Association of Buffalo.	X		X		X					
Camden, N. J.	Teachers' Association of Camden	X	X	X	X	X		X			
Chicago, Ill.	Chicago Division of Illinois State Teachers' Association.				X		X				
	Chicago Teachers' League	X	X		X		X				
	George Howland Club	X									
	Chicago Association of Assistants to Principals.	X									
Dallas, Tex.	Dallas Principals' and Supervisors' Association.	X	X	X	X						
Dayton, Ohio.	Dayton Principals' Association	X							X		
	Dayton Classroom Teachers' Association.	X					X				
Detroit, Mich.	Detroit Teachers' Association	X	X								
Grand Rapids, Mich.	Special Class Club										X
	Grand Rapids Teacher Club	X			X		X				
Hartford, Conn.	Hartford Grade Teachers' Club	X					X				
Jersey City, N. J.	Teachers' Association of Jersey City	X			X						
	Women Principals' Association of Jersey City, N. J.	X					X		X		
Kansas City, Mo.	Association of High-School Women of Kansas City, Mo.	X			X		X			X	
Los Angeles, Calif.	Evening High-School Teachers' Association of Los Angeles City Public Schools.		X					X			
	Council of Supervisors of Los Angeles City Schools.							X			
	High-School Teachers' Association	X							X		
	Los Angeles City Teachers' Club	X				X		X	X		
	Los Angeles Kindergarten Club										X
	Los Angeles Commercial Teachers' Club.										X
	Los Angeles Adult Education Association.										X
	Association of High-School Department Heads.								X		
Minneapolis, Minn.	Minneapolis Classroom Teachers' Association.	X			X						
	Minneapolis Teachers' League	X					X				
Newark, N. J.	Public-School Principals' Association	X			X				X		
	Newark Public-School Athletic Association, elementary division.										X
	Newark Women Teachers' Guild.		X		X				X		
	Teacher-Clerks' Organization of Elementary Schools.										X
	Special Teachers' Association.										X
	Newark Kindergarten Association										X
New York, N. Y.	Heads of Department Association				X			X			
	Brooklyn Teachers' Association	X			X						
	New York High-School Librarians Association.										X
	Public-School Kindergarten Association of New York City.	X		X							X
	Teachers' Association	X			X			X			
Oakland, Calif.	Oakland Teachers' Association	X					X				
Omaha, Nebr.	Omaha School Forum	X						X			
Philadelphia, Pa.	English Teachers' Club of Philadelphia.								X		
	Philadelphia Public-School Council.			X	X			X			
	Philadelphia Teachers' Association				X						
Pittsburgh, Pa.	Pittsburgh Teachers' Association	X			X			X			
Portland, Oreg.	Portland High-School Teachers' Association.	X					X	X			
	Portland Grade Teachers' Association.	X			X				X		
Providence, R. I.	Men High-School Teachers' Association of Providence.	X	X								
Richmond, Va.	League of Richmond Teachers		X	X	X						
Rochester, N. Y.	Rochester Teachers' Association	X	X		X		X				
San Antonio, Tex.	San Antonio Teachers' Council	X	X		X	X		X			

TABLE 7.—*Aims and purposes of teachers' associations according to their constitutions—Continued*

City	Association	Aims and purposes									
		Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
1	2	3	4	5	6	7	8	9	10	11	12
San Francisco, Calif.	High-School Teachers' Association	X	X		X		X	X	X		
	San Francisco Classroom Teachers' Association	X	X		X						
	San Francisco School Principals' Association	X			X						
Seattle, Wash.	Seattle Grade Teachers' Club	X			X						
	Seattle High-School Teachers' League	X					X				
Spokane, Wash.	Spokane Grade Teachers' Association	X			X	X					
Springfield, Mass.	Springfield Teachers' Economic Association	X	X								
St. Louis, Mo.	St. Louis District Association, M. S. T. A.	X		X			X	X			
	St. Louis Grade Teachers' Association			X	X						
St. Paul, Minn.	St. Paul Kindergarten Club										X
Toledo, Ohio	Toledo Principals' and Supervisors' Club	X								X	
	Toledo Teachers' Association	X			X	X		X			
Trenton, N. J.	Trenton Teachers' Club	X	X		X			X			
	Grade Teachers' Association of Trenton	X									
Washington, D. C.	Kindergarten Association of District of Columbia										X
	High-School Teachers' Association of District of Columbia			X					X		
Worcester, Mass.	Worcester High-School Masters' Club	X	X		X						
	Worcester Teachers' Association			X	X	X					
Total		44	17	10	31	10	16	15	11	2	12

The activities related to the various aims are taken up in the following sections of Chapter II: Activities related to aim 1 will be considered in sections 1, 2, 5, 6, and 7; aim 2 in sections 2, 4, 5, and 6; aim 3 in sections 1, 2, and 6; aim 4 in section 3; aim 5 in sections 5 and 7; aim 6 in sections 5 and 6; aim 7 in sections 2, 5, and 6; aim 8 in sections 1 and 2; aim 9 in section 5; and aim 10 in sections 2, 4, 5, and 7.

Table 7 shows that only a few associations have many of the 10 aims and purposes listed. The fact that 62 of the 72 associations have only three aims and purposes or less appears to be an indication of a strongly specialized objective. Reports from 22 cities which have more than one association in each show that there are 58 associations in 20 cities with some aims or purposes the same as those of another association in the same city.

Chapter II.—Activities

1. *Professional activities.*—Professional activities referred to herein include all educational and cultural work, lectures, experiments, research, and extension courses carried on independent of the local school administration. For discussion of other activities frequently classified as professional, see sections 2, 3, 5, 6, and 7.

TABLE 8.—*Professional activities reported by associations*

Activities arranged in order of frequency	Number of associations ¹	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
1. Lectures.....	68	84	39	89
2. University extension or other courses.....	28	35	19	43
3. Research projects.....	26	32	19	43
4. Reading and discussion group meetings.....	24	30	19	43
5. General assemblies, e. g., institutes or conferences.....	22	27	17	39
6. Model lessons.....	10	12	9	20
7. Educational experimentation.....	8	10	8	18

¹ 129 associations were communicated with and responses were received from 81—63 per cent in 44 cities.

Table 8 gives seven professional activities and the number and per cent of associations and cities engaging in them. The first activity "Lectures" is divided into three parts—lectures on cultural subjects, lectures on general educational subjects, and lectures on specialized fields of the curriculum.

Forty-one associations reported lectures on cultural subjects which included the following topics listed in the order of frequency—literature, art, travel, civics, current events, music, drama, nature, biography, and religion. Thirty-nine associations reported lectures on general educational topics. These in order of frequency are—method, aim, curriculum, psychology, experimentation, guidance, supervision, opportunities in teaching, standards, foreign education, and testing. Thirty-one associations reported lectures on specialized fields of the curriculum, with a wide range of topics such as Americanization, art, aviation, English, foreign languages, geography, history and social studies, mathematics, nursing, practical arts, reading, science, and visual education. There are a number of lecture topics which were too indefinite to classify. There is a recurrence in the reports of the names of certain celebrated lecturers and other professional leaders as speakers for the associations.

Under the activity called "University extension or other courses," there is a very wide variation of courses. Names of courses are often misleading and a list here would merely duplicate names given in college catalogues. One association—the Brooklyn Teachers' Association—conducted 54 courses within one year.

Under "Research projects" are included the following topics: Business efficiency, causes of failure, certification, English composition, extracurricular activities, reading, sabbatical year, salaries, sick pay, special curricula, supervised study, supplies, teacher load, teacher rating, teacher councils, and tests and measurements.

"Educational experimentation" includes Administration, Classes for the deaf, History, ninth-grade mathematics, open-air classes, and visual aids.

The associations reporting on the seven professional activities listed indicate the number of such activities engaged in, as follows:

Number of activities	Number of associations	Number of activities	Number of associations
1-----	34	5-----	1
2-----	19	6-----	1
3-----	13	7-----	4
4-----	9		

In answer to the question "Which professional activities engaged in by your association do you consider most successful?" the general reply is "lectures." Each of the seven activities, however, is considered "most successful" by at least one association. The replies attribute the success of the activities primarily to inspiring speakers, interest of members, and good leadership. Other reasons given for their success are: Meeting a conscious need; Only opportunity for such work; Freedom of discussion; Desire for broader culture; Enthusiasm for a particular field or subject; United efforts—common understanding; Concrete presentation; "Cost no money, only effort"; Spirit and caliber of members and officers; Congenial surroundings—social aspect; Cooperation of administrative force; Interchange of ideas; "Touches us personally"; and Professional spirit.

Those charged with the direction of professional activities of teachers' associations sometimes fail to understand why their efforts do not meet with a larger measure of success. They lose sight of the significance of envioning conditions, of personality, of attitudes and interest of members, and of type of leadership. It is not enough merely to arrange that a lecture on some topic be given at such a time and place, and then expect a large attendance. Whan a small number attends one often hears the insinuation that teachers have no professional interest or loyalty. The approach that the foregoing reports on success of activities indicate when put in a natural time sequence is: (1) To find out what professional topics are of vital

interest to the teachers who want professional activities to be carried on by their associations; (2) to find out who can speak authoritatively on these topics, and can present them in forceful and attractive fashion; (3) to put all arrangements in the hands of some one who is a leader in the best and truest sense of the word; (4) to provide an informal congenial atmosphere for the activity—an opportunity for cooperative activity, discussion, and sociability; (5) to relate the activity to needs and interests, making it concrete and specific; and (6) to insure the proper publicity for the activity beforehand rather than to secure an account in a publication afterwards.¹ To get the activity before the teachers—to “sell it,” is an art few associations use to greatest advantage.

Very few associations reported dropping any of their professional activities “during the last year.” Those that had occasion to discontinue any of the activities gave as their reasons: Lack of funds; lack of time; nearness to large university centers; other lectures and courses; too many meetings; busy with university courses; and lack of interest. To many these reasons probably sound quite familiar. They should be taken into account by one preparing a program of professional activities. Few associations reported that the professional activities in which they engaged had been participated in for the first time during the previous year. There does not appear to be any effort to add any new features.

In 30 out of 34 cities, associations report other agencies than their own engaged in providing courses open to teachers. These include colleges and universities, normal schools, local school administration, and other teachers' associations.

Most illuminating are the answers to the question “What are the difficulties by which you are most frequently confronted in your professional activities?”

Nature of difficulty:	Number of associations
A. Pressure of present-day living.....	34
B. Lack of professional interest.....	21
C. Lack of unity of purpose.....	14
D. Lack of funds.....	12
E. Competition with college and university work.....	11
F. Duplication of effort by other agencies.....	11

There is likely some overlapping in E and F, and if they were combined they would probably appear a more significant factor. B, C, D, and F may be eliminated in time, but A and E are not within the jurisdiction of the associations, except in so far as associations give up their work.

¹ The reports of success of activities, those following on changes in policy, on overlapping, on other difficulties, or on failures, are of necessity subjective. They are of value as expressions of opinion of those actively engaged in the activities and charged with the responsibility for carrying them on. Individually, these statements are open to question because of the many personal elements entering into the situation, but collectively a general consensus of opinion may have considerable significance.

Detailed references to expenditures for professional activities will be found in Chapter III (Finances). The range of expenditures in one year is from \$10 to \$18,892.

2. *Activities related to the school administration.*—This section includes activities relating to local tenure, sabbatical year, rating, curriculum revision, methods, salary schedule, and participation in management. For other activities closely related to these see sections 1, 4, 5, and 6.

TABLE 9.—*Activities related to the school administration reported by associations*

Activities arranged in order of frequency	Number of associations ¹	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
1. Revision of salary schedules.....	41	76	28	78
2. Curriculum revision.....	21	39	18	50
3. Sabbatical year.....	21	39	17	47
4. School publicity.....	20	37	18	50
5. Rating and qualifications of teachers.....	20	37	17	47
6. Participation in making personal adjustments, e. g. grievances, sickness, absence.....	20	37	15	42
7. Training in service.....	19	35	16	44
8. Tenure regulations.....	18	33	15	42
9. Methods of instruction.....	18	33	14	39
10. Teacher's rights and privileges.....	18	33	11	31
11. Changes in rules, regulations, or by-laws of board of education.....	17	31	11	31
12. Improvement of working conditions.....	16	30	14	39
13. Teachers' viewpoint—representation.....	16	30	13	36
14. Taxation for school support.....	14	26	13	36
15. Appropriation and distribution of school funds.....	14	26	11	31
16. Participation in administration.....	12	22	11	31
17. Periodic round-table conferences.....	12	22	11	31
18. Reduction of teaching load.....	12	22	11	31
19. New types of school organization and administration.....	10	19	10	28
20. Professional ethics.....	10	19	9	25
21. Elimination of waste—school economies.....	8	15	7	19
22. Participation in supervision.....	8	15	7	19
23. Supplies and equipment.....	6	11	5	14
24. Improvements in school property.....	3	6	3	8
25. Selection and promotion of teachers.....	3	6	2	6

¹ 105 associations were communicated with and responses were received from 54 (51 per cent) in 36 cities.

Table 9 lists the activities and shows the number and per cent of associations engaging in each, as well as the number and per cent of cities represented. One hundred and five associations were communicated with and reports were received from 54 in 36 cities. Of the 25 activities listed there is one outstanding, namely, "Revision of salary schedule." Seventy-six per cent of the associations reporting engage in this activity in 28 cities. This high percentage merely indicates that those associations which engage in activities related to the school administration, in three cases out of four, are working for salary revision. The much more remarkable fact disclosed by this table is the number of different activities that associations engage in, and the number of associations and cities which give them attention. These activities are problems of vital interest to teachers, but one thinks of them probably as matters almost entirely in the hands of the administrative officials. To many associations, as well as to

many city school superintendents, this table may be suggestive and encouraging. In Appendix I the names of the associations contributing data are given so that the reader may communicate directly with the associations if he desires more detailed information.

The other leading activities have references to curriculum revision, sabbatical year, school publicity, rating and qualifications of teachers, making personal adjustments, training in service, tenure regulations, methods of instruction, and teachers' rights and privileges. They indicate a broad interest on the part of associations in educational problems of the whole school system and a sense of responsibility for contributing to their solution.

The number of activities engaged in by any one association varies greatly. Eight associations engage in only one activity, and one engages in all 25. The median number of activities engaged in by an association is 6.

The activities which the associations consider most successful are those pertaining to revision of salary schedule, tenure regulations, rating and qualification of teachers, curriculum revision, and training in service. These activities are all included among those most frequently engaged in. The success reported in salary and tenure activities is evidence of an increasing respect for the teaching profession from within as well as from without. The success of work relating to the rating and qualifications of teachers, and to curriculum revision, is encouraging to those who advocate teacher participation in the formation of school policies and in school management. The report of success in work connected with training in service is indicative of the ability of teachers and school administrative authorities to work together to their mutual advantage. The success of the activities was attributed to 12 different factors—united action, support of organization, careful planning, patience, tact, cooperation, attitude of administration, interest, paid lobbyist, publicity, initiative, perseverance. These elements are suggested by the associations themselves, and, of course, are not all present in any one given situation, nor do they pertain to all associations. From the factors contributing to success one may select those which seem to form a satisfactory basis upon which to develop a program of activities related to the local school administration: (1) Careful planning; (2) favorable attitude of administration; (3) united action. The qualities of tact, patience, and perseverance are obviously necessary.

The activity which appears in the reports most frequently as being "engaged in for the first time" is that concerning sabbatical year. Sixteen of the 25 activities listed are reported as engaged in for the first time by one or more of the associations.

The activities included in this chapter are reported as under the direction of a special committee, usually subject to the approval of the executive committee, or of the association as a whole.

Associations indicate that they cooperate with other teachers' associations, parents' associations, city clubs, and local women's organizations in matters pertaining to revision of salary schedule, and that when they call in outside help it usually consists of legal counsel, and, occasionally, of educational authorities and of tax or publicity experts. For further discussion of cooperation with other organizations see section 5.

The subjective analysis of teachers' interest in these activities indicates a rather even division of the teaching body into three groups expressing great, moderate, and passive interest.

The methods used to carry on these activities are 10 in number and are ranked as follows, from most commonly used to least: (1) Conferences with members of board of education; (2) conferences with school administrators; (3) formal communication or petition; (4) compilation of pertinent data; (5) publicity (e. g., public press); (6) taking matter to State legislature; (7) aid of influential citizens or groups; (8) public gatherings of teachers and general public; (9) demonstration and experimentation; and (10) public referendum.

Associations will find this list of methods, and the order of frequency in which the methods are used, quite suggestive. Many groups which have used one or two of the methods indicated may find it to their advantage to add others.

The study of finances is given in Chapter III. Some associations report raising additional money for these activities by assessment and voluntary contributions.

3. *Social, recreational, and good-will activities.*—This section includes such activities as entertainments, athletics, receptions, dinners, and music. For activities related to these see sections 4 and 5.

TABLE 10.—*Social, recreational, and good-will activities reported by associations*

Activities arranged in order of frequency	Number of associations ¹	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
1. Luncheons or dinners.....	67	83	39	85
2. General "get-together".....	42	52	29	63
3. Receptions.....	38	47	31	67
To school officials.....	26	32	21	46
To new teachers.....	17	21	14	30
To retiring teachers.....	9	11	9	19
To new officers.....	7	9	7	15
To retiring officers.....	6	7	6	13
Afternoon teas.....	4	5	4	9
To parents and teachers.....	3	4	3	7
4. Music.....	33	41	26	57
Concerts by professional artists.....	18	22	15	33
Concerts by members.....	15	19	14	30
Glee club or chorus.....	13	16	11	24
Orchestra.....	4	5	4	9

¹ The total number of associations communicated with was 126. Responses were received from 81 associations (64 per cent) in 46 cities.

TABLE 10.—*Social, recreational, and good-will activities reported by associations—*
Continued

Activities arranged in order of frequency	Number of associations	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
5. Athletics.....	33	41	25	54
Seasonable outings—picnics.....	19	23	14	30
Excursions.....	8	10	7	15
Swimming.....	6	6	5	11
Hikes.....	4	5	4	9
Bowling.....	4	5	4	9
Field days.....	3	4	3	7
Baseball.....	2	2	2	4
Summer camp.....	2	2	2	4
Volley—Basketball.....	2	2	2	4
Boating.....	1	1	1	2
Country club.....	1	1	1	2
Horseback riding.....	1	1	1	2
Free gymnasium period.....	1	1	1	2
6. Card parties.....	18	22	18	39
7. Dramatics given by members.....	11	14	10	22
8. Theater or moving-picture parties.....	10	12	10	22
9. Dances for members and friends.....	9	11	9	19
10. Miscellaneous.....	7	9	7	15
Art exhibits.....	4	5	4	9
Pageants.....	2	2	2	4
Bazaars.....	1	1	1	2

Table 10 lists 10 types of activities with subdivisions, and shows the number and per cent of associations which reported that they engaged in these activities, and the number and per cent of the cities in which they are found. The activities included in this chapter are found in a large number of associations and are called for by provisions in constitutions of associations (see Chapter I, section 12). The per cent of response of associations is greater for these activities than for any others.

Of the 33 activities listed (including subdivisions) 21 are reported by one or more organizations as "most successful." Dinners are first, "get-togethers" second, and card parties third, in this category. The success is attributed to sociability, "get-together" spirit, planning and leadership, and to exceptional speakers.

Fifteen of the 33 activities were reported engaged in for the first time by one or more associations. Card parties, dinners, and seasonable outings were the favored additions. The only activity dropped by a number of associations was "concerts by professional artists." The reason given was the cost involved.

The committees usually in charge of these activities are in the order of frequency of report: Social committee, executive committee, entertainment committee, secretary, athletic committee, welfare committee.

Four organizations report having social rooms, one a dining room and kitchen, two a library, and one a locker room. According to the reports, additional money for these activities was raised in most cases by subscriptions or admission charges, and was also obtained

occasionally by assessment or voluntary contributions. (For the study of finances see Chapter III.)

4. *Welfare, benefit, and philanthropic activities.*—The activities referred to in this section include loans, scholarships, insurance, discounts, relief, and protection of teachers' rights. Table 11 lists the activities, the number and per cent of associations engaging in each, and the number and per cent of cities reporting. Activities of this character appear to be carried on by only a few associations in any city. Of all the activities reported engaged in, this type is indicated by the smallest number of associations. Responses were received from 50 associations in 40 cities. For closely related activities see sections 2, 3, 5, and 6. The constitutional justification for engaging in these activities is discussed in Chapter I under aims and purposes.

TABLE 11.—*Welfare, benefit, and philanthropic activities reported by associations*

Activities arranged in order of frequency	Number of associations ¹	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
1. Aid to needy teachers (active or retired).....	23	46	22	55
2. Seasonable gifts to needy, aid to public institutions or to special funds for communal purposes.....	22	44	21	53
3. Group insurance.....	22	44	19	48
(a) By special arrangement with an insurance company.....	15	30	13	3
(b) Conducted by the association itself.....	3	6	3	10
(c) Conducted as mutual benefit organization by those participating.....	4	8	4	48
4. Protection of legal and professional rights of teachers.....	22	44	19	48
5. Loan funds.....	20	40	19	43
6. Sickness, accident, and hospital benefits.....	19	38	17	33
7. Securing desirable homes for teachers.....	14	28	13	25
8. Travel parties.....	10	20	10	18
9. Discounts, e. g., stores, hotels, theatres, opera.....	8	16	8	18
10. Scholarships.....	7	14	7	
11. Savings and investments (building and loan association, Christmas funds, etc.).....	7	14	7	18
12. Medical or nurse aid.....	5	10	4	10
13. Cooperative purchasing.....	5	10	4	10
14. Convalescent homes.....	4	8	4	5
15. Visits, gifts, flowers to the sick.....	2	4	2	3
16. Child welfare work.....	1	2	1	

¹ The total number of associations communicated with was 81. Responses were received from 50 associations (62 per cent) in 40 cities.

Only six activities were reported by as many as a third of the organizations: These are aid to needy teachers (active or retired); seasonable gifts to needy; aid to public institutions or to special funds for communal purposes; group insurance; protection of legal and professional rights of teachers; loan funds; and sickness, accident, and hospital benefits.

Most of the associations reporting engage in only a few of the activities listed. Twelve engage in one activity and only one reports as many as 10. The median number of welfare, benefit, and philanthropic activities reported by an association is 3.

The scope of work indicated represents a fine balance of altruistic endeavor and intelligent self-interest upon the part of the associations.

The activities reported as being most successful are: (1) Protection of legal and professional rights of teachers; (2) aid to needy teachers; (3) loan funds; (4) sickness; accident, and hospital benefits; (5) group insurance. The following factors are listed as contributing to the success of the work: Cooperation, efficient committee, advertising, hard work, professional spirit, attorney, large membership, concrete usefulness, need, good organization, and unity of teachers on the subject.

Nine of the 16 activities were reported as "engaged in for the first time" by one or more associations. Group insurance was first in this group, followed by loan funds and savings and investments.

Money is secured for these activities in many cases by voluntary contributions in addition to funds from membership dues. In some instances there are special assessments. Funds are also reported raised through theatre parties, bridge parties, entertainments, lectures, bazaars, building and loan investments, and commission from travel agents. One association spent \$22,480 in one year on these activities. (For financial data see Chapter III.)

5. *Activities with relation to other organizations.*—This section includes cooperation with communal and professional associations, civic betterment societies, State and national educational associations. Table 12 divides the activities in which associations cooperate with other organizations into two parts—(A) nonprofessional activities, and (B) professional activities. Of the associations reporting, 47 per cent cooperate with other organizations in the nonprofessional activities, and 92 per cent cooperate with others in the professional activities. The former is subdivided into civic, cultural, philanthropic, and social activities, and the latter includes the State educational program, local teachers' interests, national educational interests, and activities "reaching the home." In the footnote to Table 12 attention is called to other forms of cooperation referred to in sections 1 and 4.

TABLE 12.—*Activities with relation to other organizations reported by associations*¹

Activities arranged in order of frequency	Number of associations ²	Per cent of associations ³	Number of cities	Per cent of cities
1	2	3	4	5
A. Nonprofessional activities.....	29	47	24	65
1. Civic.....	21	34	20	54
2. Cultural.....	11	18	9	24
3. Philanthropic.....	7	11	7	19
4. Social.....	4	6	4	10
B. Professional activities.....	57	92	35	95
1. State educational program, such as legislation.....	37	60	27	73
2. Local teachers' interests, especially salary increase.....	29	47	19	51
3. National educational interests.....	26	42	21	57
4. Reaching the home.....	6	10	5	13

¹ "Relation to" includes cooperation with other organizations or membership in them. See section 1—Professional Activities—for cooperation with colleges and universities and for general conferences, institutes, etc. See section 4—Welfare, benefit, and philanthropic activities—for cooperation with private companies for insurance, sick benefit, etc.

² 110 associations were communicated with. Responses were received from 62 associations—56 per cent.

³ The per cent of associations is based on 62 associations reporting.

⁴ The per cent of cities is based on 37 cities reporting.

Among the nonprofessional activities civic affairs is most prominent, and among professional activities the State educational program comes first. The participation of teachers' associations in communal affairs indicates a recognition on the part of the teaching body of a sense of communal responsibility and leadership. In the professional activities the associations seem to realize the relation of legislation to their welfare. (See also sec. 6.) At this point attention is called to the fact that many associations apparently find that to get any state-wide action there must be cooperation. Similarly, in matters of local professional concern (see also sec. 2), there is a joining of forces to get desired results. Cooperation also leads to the development of professional unity and harmony through the exchanging of opinion and experience, and the making of allowances and adjustments to meet local conditions and needs within the teaching group. Of the associations reporting, 42 per cent cooperate with other associations to further national educational interests. This evidence of elimination of provincialism is most encouraging. Only a few associations endeavor directly to establish contacts with the home. The parent-teacher associations are not included in this study as they can not be called teachers' associations. The time may not be far off, however, when teachers' associations will find some common ground upon which to work with these associations.

Table 13 presents a classification of instances of cooperative activities reported by the associations. Of primary interest is the list of groups with which the associations cooperate.

TABLE 13.—*Instances of cooperation with various groups in specific activities*¹

Groups cooperating arranged in order of frequency	Number of instances of cooperation in specific activities								Total
	Civic	Cultural	Philanthropic	Social	State educational	Local teachers	National educational	Reaching the home	
1	2	3	4	5	6	7	8	9	10
1. Other local teachers' associations.....	1	2	-----	2	7	17	1	-----	30
2. State teachers' associations.....	-----	-----	-----	-----	21	-----	-----	1	22
3. National Education Association.....	-----	-----	-----	-----	-----	-----	22	-----	22
4. Miscellaneous civic organizations.....	5	7	-----	-----	4	1	-----	-----	17
5. Women's clubs.....	9	1	-----	1	3	2	-----	-----	16
6. Committee of representative individuals.....	-----	-----	-----	-----	3	5	-----	1	9
7. Parents' associations.....	-----	-----	-----	-----	2	3	-----	3	8
8. Community chest, local charities, Red Cross, Near East Relief.....	-----	-----	7	-----	-----	-----	-----	-----	7
9. Other national educational associations.....	1	-----	-----	-----	-----	-----	6	-----	7
10. Local school administration.....	1	-----	-----	-----	5	-----	-----	1	7
11. Chambers of commerce.....	3	1	-----	-----	-----	1	-----	-----	5
12. Labor organizations.....	2	-----	-----	-----	1	1	-----	-----	4
13. Citizens' groups.....	-----	-----	-----	1	-----	2	-----	-----	3
Total.....	22	11	7	4	46	32	29	6	157

¹ 62 associations in 37 cities.

Among the groups, "Other local teachers' associations" ranks first, followed by State teachers' associations and the National Education Association. It is interesting to note that according to the reports submitted, labor organizations rank low among the groups cooperating, but the miscellaneous civic organizations and women's clubs rank high. Table 13 also shows the number of instances in which the teachers' associations which reported cooperated with the foregoing groups in eight specific types of activity. The cooperation with chambers of commerce was chiefly in civic activities, with miscellaneous civic organizations in cultural work, and with women's clubs in civic affairs. The cooperation with organizations concerned with community chest, local charities, Red Cross, and Near East Relief was naturally in philanthropic activities. The work with a committee of representative individuals was for the furtherance of local teachers' interests. Several associations indicated cooperation with the school administration in the preparation of a State educational program, such as legislation. Associations cooperated with other local teachers' associations to further their joint interests, such as salary increase, and they joined with State teachers' associations, in support of a State educational program. Similarly the local associations worked together with the National Education Association for national educational interests, and they did likewise with other national associations. The total number of instances of cooperative activities is 157, in a report of 62 associations in 37 cities. The data here presented may be contrasted with earlier findings. In 1910 Carter Alexander wrote:² "In city associations there is little in the way of formal connection with other teachers' associations or with organizations of any sort. * * * in general, as far as any institutional arrangements are concerned, the city associations are isolated."

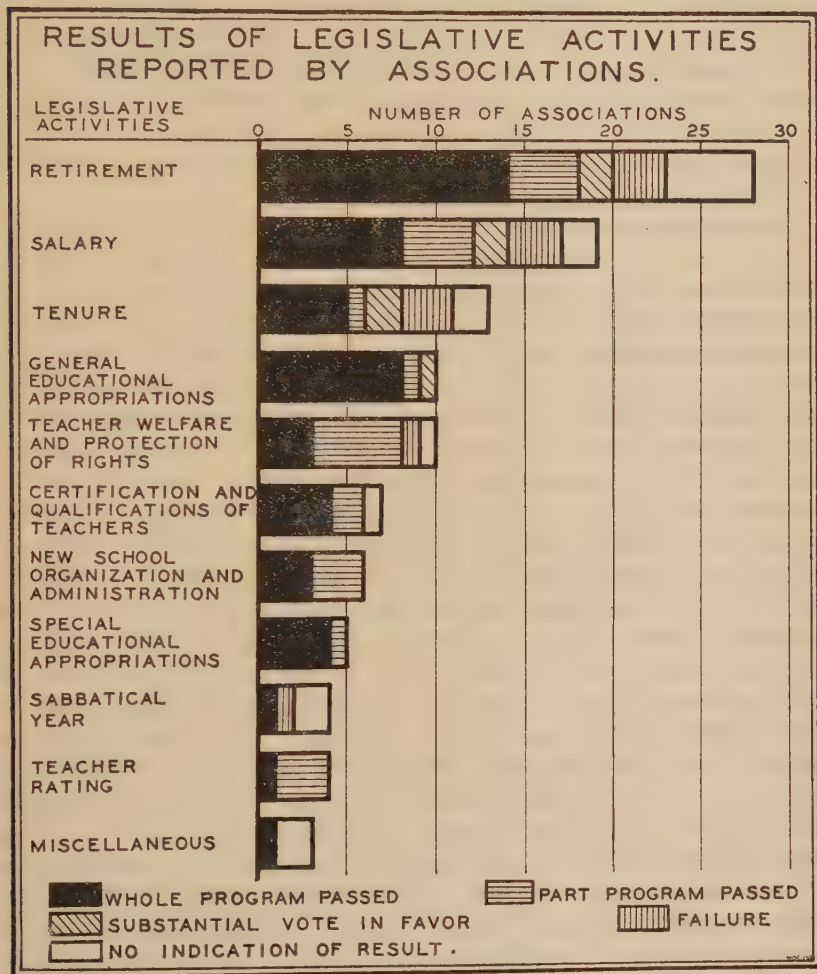
For a report on the success of these activities see sections 1, 4, and 6.

6. *Legislative activities*.—This section includes activities which are part of an educational program for a whole State, such as those pertaining to the retirement system, to tenure, to salary, and to certification of teachers. The following figure presents the activities considered in this section. The replies come from 51 associations in 33 cities, located in 22 States. Section 2 dealt with similar activities relating, however, to the local school administration.

Ten specific legislative activities are shown in the order of frequency of occurrence according to the reports submitted. Legislative activities relating to a retirement system are engaged in by 55 per cent of the associations represented in this part of the study. Sixty-seven of the cities, and 64 per cent of the States, reporting are included. Legislative work for salary increase is indicated by 37 per

² Alexander, Carter. Some Aspects of the Work of Teachers' Voluntary Associations in the United States. Teachers College, Columbia University, Contributions to Education No. 36.

cent of the associations. These represent 45 per cent of the cities and 64 per cent of the States reporting. Tenure activities rank third and those pertaining to general educational appropriations are fourth. Twenty per cent of the associations responding support legislation for teacher welfare and the protection of teachers' rights. Next in rank order are activities pertaining to certification and qualifications of teachers.



The five minor activities include work for (1) new school organization and administration (e. g. junior high school, 4-year normal school, consolidated school, and guidance); (2) special educational appropriations (e. g. special classes and continuation school); (3) sabbatical year; (4) teacher rating; and (5) miscellaneous activities. The amount of legislation regarding education in the various States, indicated by the formulation of school codes and by the specific

authority given to State superintendents and State boards of education is suggestive of the variety of legislative problems touching the teaching profession. The range of legislative activities reported is already extensive, but the constantly widening scope of educational activities suggests an increasing number of problems calling for legislative determination. There already is a contrast to the situation in 1910 as reported by Alexander.³ "The legislation attempted at present by city teachers' associations seems to be wholly that relating to the economic betterment of teachers." There is another phase to be considered, namely, that of safeguarding the rights and privileges already secured. A number of associations indicate that conditions are satisfactory with regard to tenure, or retirement, or salary, for example, and that their efforts are directed to protecting the existing laws from being tampered with.

The foregoing figure indicates also the results of the legislative activities of the associations as (1) whole program passed; (2) part program passed; (3) substantial vote in favor; (4) failure; and (5) no indication of result. The data indicate that the number of teachers' associations engaging in a legislative activity bears only slight relation to the number successful in the activity. Eighty per cent of the associations engaged in activities for both general and special educational appropriations, reported "whole program passed." Fifty-seven per cent of the associations reported "whole program passed" for activities bearing on certification and qualifications of teachers. The success was less marked in legislative activities for a retirement system and for new school organization and administration—only 50 per cent. For their salary legislation 42 per cent of the associations reported "whole program passed," 21 per cent "part program passed," 15 per cent "failure." The tenure activities reported are still less encouraging—39 per cent reported success, 8 per cent reported partial success, and 23 per cent failure. It appears that of the legislative activities reported, those that are most closely related to the teachers, especially to their economic interests, are not as successful as those of a more general nature. The latter probably have strong support from other quarters while the former are left to the teachers.

The associations report nine reasons for the failure of their legislative activities—(1) first time introduced in legislature; (2) fear of increased taxes; (3) constitutional limitations; (4) no recommendation from school administrators; (5) too little interest on part of teaching group; (6) attitude of governor; (7) legislature failed to enact enabling measure; (8) rural opposition; and (9) delay in hearing.

Under provisions for direction it is reported that the activities are usually in the hands of a legislative committee. The median number of members reported on such committee is five. The committee is

³ Ibid., p. 41.

generally appointed by the president. Its powers are usually subject to the approval of the executive council or board or the association as a whole. The term of office of the committee is usually one year. There are generally two or more members on the committee with more than one year's experience. The activities of the legislative committee are sometimes conducted in cooperation with other committees in the association, such as resolutions, legal, research, or press committee. Outside groups cooperated with include civic clubs, city school administration, other local teachers' associations, State teachers' associations, women's clubs, parents' associations, and labor unions. Several associations report that they have legal counsel. A few indicate that they have secured publicity and tax experts, have called in educational authorities, or employed lobbyists. About 50 per cent of those reporting indicate that one or more of the group in charge was released from school duties for legislative activities, for varying periods of time, ranging from a fraction of a day to the period during which the legislature was in session. There is no unanimity as to payment of salary during the period of legislative activities, either by the local school boards or by the teachers' associations. As much as \$7,000 is reported expended in one year by an association for legislative work. For financial statements see Chapter III.

Ten means are indicated by which the membership of associations is made acquainted with the legislative work: Program is subject to approval of the association; reports of committees are given at meetings; reports of committees are printed; bulletins and circular letters are sent out; reports are made to representatives of various groups in the association; reports are published in association periodicals; members are invited to committee meetings; mass meetings are held; a referendum is conducted; and reports are made to schools by representatives. The activities are usually sanctioned at general association meetings or at meetings of representatives of groups within an association. The interest of the teachers is shown in eight ways, in rank order as follows: (1) Attendance at meetings; (2) writing to and interviewing legislators; (3) interviewing prominent citizens who may influence legislators; (4) public discussion; (5) constructive community publicity; (6) surveys of fact and opinion; (7) practical suggestions; and (8) luncheons.

Opposition to legislative activities is indicated by a number of associations as coming from such elements as those fearing tax increases, the school administration, the members of the legislature, the daily press, and dissatisfied and indifferent teachers. The reasons given for the opposition to the legislative activities are, in order of frequency: (1) Disapproval by school administration; (2) selfish interests of teachers; (3) dabbling in politics by teachers; (4) unpro-

fessional attitude of teachers; (5) unfavorable attitude of legislators; and (6) injustice to the pupils.

Publicity activities, including publications.—This section presents an analysis of the publications and other forms of publicity used by teachers' associations, and goes into detail regarding the organization of the various enterprises, their content, and the difficulties encountered in connection with them. Table 14 lists 19 publicity activities and gives the number and per cent of associations reporting that they engaged in them, and the number and per cent of the cities represented.

TABLE 14.—*Publicity activities, including publications reported by associations*

Activities arranged in order of frequency	Number of associations ¹	Per cent of associations	Number of cities	Per cent of cities
1	2	3	4	5
1. Use of daily papers.....	27	52	18	62
2. Letters, "fliers," circularization.....	18	35	15	52
3. Monthly publications.....	15	29	12	41
4. Annual publication.....	14	27	12	41
5. Use of bulletin boards.....	10	19	8	28
6. Use of State Association Journal.....	8	15	8	28
7. Reports of standing committees.....	8	15	7	24
8. Special reports.....	8	15	7	24
9. Use of educational magazines.....	8	15	5	17
10. Quarterly publications.....	7	13	7	24
11. Copies of minutes.....	7	13	6	21
12. Use of school administration's publicity facilities.....	7	13	6	21
13. Radio publicity.....	6	12	6	21
14. Use of weekly papers.....	5	10	5	17
15. "Other" publicity.....	5	10	5	17
16. Research studies.....	5	10	3	10
17. Use of State department of education's publicity facilities.....	4	8	4	14
18. Weekly publication.....	3	6	3	10
19. Bimonthly publication.....	3	6	3	10

¹ 86 associations were communicated with and 52 responses (60 per cent) were received from 29 cities.

The four outstanding activities are reported as follows: (1) Use of daily papers by 52 per cent of the associations; (2) letters, "fliers," circularization by 37 per cent; (3) monthly publications by 29 per cent; and (4) annual publication by 27 per cent. These are generally recognized activities common to many professional groups. The only surprising feature connected with the activities is that the percentages of associations engaging in them are not larger. This is probably accounted for in part by the lack of financial resources, and by the limited membership of a number of the associations. All of the types of publications listed were material for general distribution. The range of publicity activities is large, but the numbers engaged in each is small. Apparently many teachers' associations are either not acquainted with the various agencies available for publicity or do not appreciate their value.

In several instances local associations cooperate in publishing a periodical. Occasionally they work together with State and national associations, either taking over the editing of an issue or regularly

submitting news items. The News Bulletin of the Department of Classroom Teachers of the National Education Association, as well as the publications of the National League of Teachers' Associations, illustrate the latter practice.

The publicity activities, such as letters, fliers, circularization, use of bulletin boards, report of standing committees, special reports, copies of minutes, and research studies, indicate the endeavor of associations to keep their own members informed of the work being done. The use of the facilities of the local school administration and of the State department of education is of particular interest. Educational authorities in city and State make provision for publicity for matters pertaining to the schools and include therein the work of teachers' associations. The use of the radio for publicity is also a comparatively recent activity of considerable value.

Twenty periodicals exclusive of annual publications are analyzed in Table 15 with respect to (1) name of periodical; (2) number of years in existence; (3) number of issues per year; (4) average circulation; (5) frequency of circulation; (6) subscription charge; (7) receipts from advertising; (8) cost of publication; (9) size of page; (10) number of pages; and (11) analysis of contents. Two of the periodicals have been in existence 30 years. The average age of the periodicals reported is 9 years. The average circulation of the periodicals ranges from 350 to 11,000 and the median circulation is 2,200. Ten of the periodicals are monthlies, 4 are quarterlies, 3 are bimonthlies, 2 are weeklies, and 1 is a semiannual publication. Subscription charges ranging from 50 cents to \$1 are reported by a few associations circulating their periodicals among nonmembers. Receipts from advertising reported range from \$29.50 to \$19,000. Eight of the 20 periodicals have no receipts from advertising. The cost of publication as reported ranges from \$75 to \$17,000. Six by 9 inches is the preferred size of page. The number of pages ranges from 4 to 104, with 16 as the median number.

TABLE 15.—*Analysis of regular publications*

Association	Publication	How long in existence	Number of issues per year	Average circulation	Frequency of circulation ¹	Subscription charge ¹	Receipt from advertising last year
1	2	3	4	5	6	7	8
1. Camden Teachers' Association.	Camden Teachers' Association, Topics.	3	5	8,000	Q	0	0
2. Chicago Federation of Women High School Teachers.	Bulletin of Federation of Women High School Teachers.	10	3	1,500	Q	0	0
3. Cincinnati Teachers' Association.	Official Bulletin of Cincinnati Teachers' Association.	5	10	2,200	M	\$0.50	\$400.00
4. Cleveland Teachers' Club.	The Bulletin.	9	9	5,000	M	0	350.00
5. Los Angeles City Teachers' Association.	Los Angeles City Teachers' Bulletin.	17	10	4,000	M	0	2,227.50
6. Los Angeles Elementary Principals' Club.	Los Angeles School Journal.	10	40	5,000	W	1	19,000.00
7. Minneapolis Classroom Teachers' Association.	Bulletin of Classroom Teachers Association.	14	9	900	M	-----	428.00
8. Minneapolis Teachers' League.	The League Script.	8	10	1,700	M	-----	1,000.00
9. Brooklyn Teachers' Association.	The Brooklyn Teacher.	6	10	11,000	M	-----	0
10. New York City High-School Teachers' Association.	The High-School Teachers' Association Bulletin.	15	5	5,000	Bi-M	-----	0
11. New York City Public School Kindergarten Association.	Kindergarten Round Robin.	6	5	375	Bi-M	1	29.50
12. Oakland Teachers' Association.	Oakland Teachers' Association section of Superintendent's Bulletin.	9	40	1,800	W	0	0
13. Omaha School Forum.	Quarterly of Omaha School Forum.	7	4	1,400	Q	.75	425.00
14. Philadelphia Teachers' Association.	The News Letter.	20	10	7,300	M	-----	-----
15. Pittsburgh Teachers' Association.	Pittsburgh School Bulletin.	20	10	3,200	M	-----	-----
16. Richmond Elementary Teachers' Association.	The Message of the Elementary Teachers' Association.	2	2	350	Semi-A	-----	0
17. Rochester Teachers' Association.	Rochester Schoolways.	2	5	2,200	Bi-M	0	0
18. San Francisco Grade Teachers' Association.	Classroom Teachers' Bulletin.	9	10	2,750	M	0	2,000.+
19. Seattle Grade Teachers' Club.	Seattle Grade Club Magazine.	7	4	1,200	Q	.50	1,391.00
20. Seattle High-School Teachers' League.	Seattle High-School Teachers' League Bulletin.	2	8	500	M	0	0

¹ Q=quarterly; M=monthly; W=weekly; Bi-M=bi-monthly; Semi-A=semiannual

reported by associations. Analysis of contents

Cost of publica- tion last year	Size of page	Number of pages	Local school news	Activities of asso- ciation	Research studies	Reports of lectures	Creative work	General profes- sional activities	Book notices and reviews	Discussion of school policies	General informa- tion	Humor	Special depart- ments according to functional groups of teach- ers	Exchanges	Advertisements	Editorial com- ment	Other
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
\$150.00	6¾x 9½	4	x	x		x		x	x								
250.00	9 x12	8-16	x	x				x	x	x						x	
2,200.00	8¾x 6¾	24-32	x	x		x	x	x	x	x	x	x		x	x	x	
	9 x 6	4		x	x	x		x			x		x			x	
2,577.09	4½x 6½	43-50	x	x		x	x	x	x	x	x	x		x	x		
17,000.00	6 x 9	48-104	x	x	x		x	x	x				x			x	
649.40	6 x 9	16	x	x		x		x	x	x	x	x		x	x	x	
1,200.00	8 x11	16		x	x	x	x	x		x		x	x		x	x	
2,200.00	8½x10½	8	x	x	x			x		x	x	x				x	
600.00	6 x 9	4		x	x		x				x						
333.05	6 x 9	16	x	x		x	x	x	x	x	x	x		x	x	x	x
0	6 x 9	1	x	x	x			x		x	x						
725.00	6 x 9	16-32	x	x		x	x	x	x	x	x						x
	10½x 7	32	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	6 x 9	32	x	x		x		x	x		x	x		x	x	x	x
100.00	6 x 9	20	x	x	x									x		x	x
235.00	8½x11	4-8	x	x		x		x			x			x		x	
2,000.+	6½x 4½	32-40	x	x				x	x	x	x			x			
1,091.00	6 x 9	48	x	x	x	x		x	x	x	x	x			x	x	
75.00	6 x 9	4		x	x	x		x			x		x				

* The subscription charge is for nonmembers or for extra copies.

Arranged in the order of the frequency of their occurrence the contents are analyzed as follows:

Contents	Number of periodicals	Per cent of periodicals	Contents	Number of periodicals	Per cent of periodicals
1	2	3	1	2	3
1. Activities of association.....	20	100	9. Research studies.....	10	50
2. General professional activities.....	18	90	10. Exchanges.....	9	45
3. Local school news.....	16	80	11. Humor.....	9	45
4. General information.....	15	75	12. Advertisements.....	9	45
5. Reports of lectures.....	13	65	13. Creative work.....	8	40
6. Editorial comment.....	13	65	14. Special departments according to functional groups of teachers.....	6	25
7. Book notices and reviews.....	12	60	15. Other material.....	4	20
8. Discussion of school policies.....	12	60			

Editors can use this list as a basis for proportioning the space in their periodicals. If all of these items were to be included there probably would be a need for a greater amount of advertising to meet increased expense.

The number of persons on the staffs of publications according to reports received ranges from 1 to 10. The staff is selected in most of the instances reported, by the president or by the editor, or is elected. The majority of the reports state that no salaries were paid to members of the staff.

The difficulties encountered in carrying on the activities considered in this chapter are reported primarily due to lack of time and money. Other problems mentioned were: Securing advertisements, getting interesting material, smallness of group, and indifference.

Chapter III.—Finances

This chapter deals with receipts and expenditures of teachers' associations, and includes a statement of assets (invested funds and cash on hand). One hundred and seven associations were communicated with, and there were replies from 56, or 48 per cent. Tables 16 and 17 are limited to financial statements made by the treasurers of associations. These associations are not indicated by name, owing to the confidential nature of the answers, but are listed under the States in which they are located. The associations can not be compared with each other individually as they vary so widely in aim, activity, nature, and size of membership.

Eighteen associations report that they have invested funds. All the 42 associations report that they have cash on hand. The range of amount of invested funds is from \$100 to \$59,350. The range of amount of cash on hand reported by associations is from \$9.52 to \$11,022.50.

That teachers' associations are financially conservative and sound is indicated by these data, especially if considered together with receipts and disbursements. The control of invested funds is exercised by the board of directors or a similar body in most cases, and in a few instances by the treasurer, by the president, or by both jointly. The control of current revenues is exercised similarly.

VOLUNTARY TEACHERS' ASSOCIATIONS

TABLE 16.—Receipts reported by treasurers for 42 associations

State	1	2	3	Cash on hand	4	5	Courses—lectures	6	7	8	9	10	11	12	13	Total ¹
California			\$9.52		\$38.75											\$38.75
			450.00		1,253.00	\$1.00		\$60.00								1,403.00
Connecticut		\$1,570.00	255.00		1,951.50				\$490.00			\$80.00	\$250.00	\$757.00		3,588.50
Delaware		100.00	2,504.85		2,586.00	12.00						48.28	350.60			2,984.88
			382.34		481.00							6.42				489.42
Illinois			43.34		65.00											65.00
			390.82		24,629.50							2,357.28				26,987.06
Kansas			351.06		456.50				1,097.60							1,554.10
Kentucky			656.14		1,030.00											1,030.00
Louisiana			34.48		100.00											100.00
			837.38		263.75											3,338.75
Massachusetts		100.00	168.39		1,160.00	270.00		617.50				1.97	10.00		\$3,075.00	3,338.75
		100.00	2,342.70		613.00	128.00		128.00				135.28	140.62			2,059.47
			542.69		597.00											1,016.10
			79.34		190.00											557.00
Michigan			96.43		47.00					\$118.04					100.00	290.00
			11.74		25.00											165.04
Minnesota		4,050.00	120.00		2,448.00	880.00				140.00		50.00		430.00		3,948.00
			1,014.11		3,208.29	400.00					\$456.45		224.00			4,961.10
Missouri		250.00	1,170.91		1,425.50			148.50	523.80	29.61		23.25			221.00	1,845.86
			2,526.31		1,561.00			146.50	500.50			23.86				2,145.36
			1,857.27		1,418.00											1,418.00
New Jersey			106.31		143.00											143.00
	6,015.14		3,494.43		1,009.00			366.00		15.63	5.00	582.32				1,591.32
	500.00		1,094.22		965.50							37.68				1,389.81
	700.00		1,032.97		271.00							55.82	23.25			1,350.07
	974.00		1,123.12		432.00											432.00
New York		9,166.48	1,175.18		8,521.00	17,006.63			244.75	449.79		261.25				27,083.42
			7.10		87.00							1.09				88.09
			500.00		400.00											400.00
			144.2		175.00											175.00
Ohio		14,86.00	2,763.11		6,907.50					3,631.75		510.00		181.08		11,930.33
	500.00		1,538.41		1,385.00					48.00		34.00	226.90			1,693.90
Oregon			131.98		379.00											379.00
			58.02		186.00											189.43
Pennsylvania		4,600.00	11,022.50		7,272.00	1,150.00				730.00		3.43	914.80	4,171.34	3,205.67	17,661.33
			164.91		197.00											197.00
Tennessee		5,000.00	5,758.98		1,725.00							508.50				2,323.50
Texas			332.86		579.00											579.00
			761.93		288.00							3.48			63.17	517.05
Washington		308.71	6,009.64		2,849.50	216.00							125.43	2,060.93		7,412.26
District of Columbia			407.66		450.00				695.25						90.83	546.10

¹ Columns 4 to 13, inclusive.

TABLE 17.—Disbursements reported by treasurers of 34 associations

[illegible]

TABLE 18.—*Summary of receipts of associations reporting receipts from sources given*

Receipts in order of frequency	Number of associations	Per cent of associations	Range of receipts
1	2	3	4
1. Membership dues.....	42	100	\$25.00-\$24,629.50
2. Investments, i. e., interest.....	21	50	1.09- 2,357.56
3. Courses or lectures.....	9	21	12.00- 17,606.63
4. Gifts, donations, bequests.....	9	21	10.00- 914.80
5. Commission on sales (theatre tickets, books, etc.).....	8	19	15.63- 3,631.75
6. Other sources.....	8	19	63.17- 3,205.67
7. Card parties and dances.....	6	14	60.00- 617.50
8. Dramatic and other entertainments.....	6	14	244.75- 1,097.60
9. Publications.....	5	12	430.00- 4,171.34
10. Rentals.....	2	5	5.00- 456.45

Thirty-seven of the 42 associations secured the major portion of their receipts from membership dues. In 14 of the 42 associations membership dues were their only receipts.

The range of total receipts reported is from \$25 to \$27,083.42—1 association reported for the year 1924-25, 10 associations for the year 1925-26, 26 associations for the year 1926-27, and 5 associations did not indicate the year reported.

TABLE 19.—*Summary of disbursements of associations reporting*

Disbursements in order of frequency	Number of associations	Per cent of associations	Range of disbursements
1	2	3	4
Operation and maintenance.....	28	82	\$4.00-\$5,796.00
Activities with relation to other organizations.....	23	68	5.00- 1,524.34
Professional activities.....	20	59	10.00-18,584.88
Welfare, benefit, and philanthropic activities.....	20	59	33.00-23,480.00
Social, recreational, and good-will activities.....	19	56	5.00- 5,085.73
Publicity, including publications.....	11	32	59.70- 1,736.88
Salary.....	10	29	25.00- 1,960.00
Legislative activities.....	9	26	10.00- 2,898.47
Other organization and administration.....	8	24	5.00- 246.00
Fixed charges.....	5	15	5.00- 104.20
Activities related to the school administration.....	3	9	42.07- 400.00
Other.....	3	9	78.00- 1,421.23

The significance of the various items has been discussed in previous chapters. The professional activities and the welfare, benefit, and philanthropic activities seem to receive the greatest outlays, followed by the social, recreational, and good-will activities. This is in keeping to some extent with the aims as expressed in the constitutions of the associations, and with the range and nature of the activities engaged in. A greater percentage of associations will probably make disbursements for the other activities when they realize their value. Of course activities are not to be measured in terms of money expended, as some are naturally more costly than others. In eight associations

total expenditures exceeded total receipts. The range of total disbursements was from \$23.10 to \$26,299.74.

The most significant thing revealed in this chapter is the wide range of amount of receipts and disbursements under each heading and in the totals. The possession of considerable invested funds and cash on hand is an indication of the stability of the associations. The conservatism of the associations is shown in their small disbursements for publicity, for legislative activities, and for salaries.

Chapter IV.—General Summary

The findings may be summarized as follows:

1. The number of associations in a city ranges from 1 to 45, with a median of 3 per city.

2. The associations are well distributed geographically throughout the United States, the southern section having the fewest and the eastern section the most.

3. The median size of an association is from 300 to 499 members. For associations of a general character, including almost all groups in the local school system, the median size is approximately 1,000.

4. Teachers' associations vary in function and type of membership. In most cities there is one large city association in addition to several smaller ones.

5. Teachers' associations are in most cases open to both sexes.

6. They are increasing in number each decade.

7. They usually meet monthly.

8. They are democratic in control and are representative of the teachers.

9. They have broad aims and purposes offering opportunity for expansion and adjustment to new conditions.

10. They are agencies designed to promote a professional attitude toward teaching.

11. They seek to aid in the professional improvement of teachers in service, especially through lectures, university extension or other courses, and research projects.

12. They aim to be helpful to the local school administration in such matters as formulating policies, securing school publicity, developing curricula and methods of instruction, preparing salary schedules, providing training in service, and adjusting personal difficulties.

13. They provide social and recreational activities for their members in order to develop esprit de corps and good fellowship. These activities consist largely of luncheons or dinners, general "get-togethers," receptions, music, and athletics.

14. They have developed a wide range of welfare, benefit, and philanthropic activities. Outstanding are (1) aid to needy teachers; (2) seasonable gifts to needy, and to public institutions or to public funds for communal purposes; (3) group insurance; (4) protection of legal and professional rights of teachers; (5) loan funds; (6) sickness, accident, and hospital benefits.

15. Associations cooperate with professional and nonprofessional groups in a wide range of activities; with professional groups concerning local, State, and national educational problems, and with nonprofessional ones with regard to civic, cultural, philanthropic, and social interests.

16. Legislative activities of teachers' associations cover a wide range of problems and have been fairly successful. The associations are developing a technique for this type of work. The activities most frequently reported refer to retirement system, salary increase, and tenure. The activities for general educational appropriations, for special educational appropriations, and regarding certification and qualification of teachers, appear to be the most successful ones.

17. Associations have their own publications and use the daily press and other agencies for publicity. The contents common to most of the periodicals include (1) activities of the association; (2) general professional activities; (3) local school news; (4) general information; (5) reports of lectures; (6) book notices and reviews; (7) editorial comments; and (8) discussion of school policies.

18. Teachers' associations are financially sound. Their assets, receipts, and disbursements vary widely. Ten sources of revenue are indicated, and the range of total receipts reported is from \$25 to \$27,-083.42. The disbursements are quite varied in nature. The reports of total disbursements range from \$23.10 to \$26,299.14.

Appendix A

VOLUNTARY TEACHERS ASSOCIATIONS IN CITIES OF 100,000 POPULATION OR MORE¹

[Reported by Superintendents of Schools or The National Education Association,²
with Indication of Those Contributing to this Study³]

Akron, Ohio:

- * Akron Teachers Association.
- Principals Association.

Albany, N. Y.:

- * Albany Public School Teachers Association.
- * League of Women Classroom Teachers.
- Men Principals Club.
- Women Principals Association.
- Kindergarten Teachers Association.

Atlanta, Ga.:

- * Atlanta Public School Teachers Association.
- Fulton County Public School Teachers Association.
- Atlanta, Fulton County Unit, Georgia Educational Association.

Baltimore, Md.:

- * Public School Teachers Association.
- Junior High School Association.
- Educational Society.

Birmingham, Ala.:

- Elementary Principals Association.
- Birmingham Teachers Association.
- School Masters Club.

Boston, Mass.:

- Boston Elementary Teachers Association.
- Boston Teachers Club.
- * Boston Schoolmens Economic Association.
- Intermediate Teachers Association.
- * High School Womens Club.

Bridgeport, Conn.:

- * Bridgeport Teachers Association.

Buffalo, N. Y.:

- * Women Teachers Association.
- * School Masters Association.
- Elementary Principals Council.
- * High School Teachers Association.
- * Evening School Teachers Association.
- Kindergarten Union.
- Vocational Teachers Association.
- Federation of Teachers Associations.

Cambridge, Mass.:

- * Cambridge Teachers Club.

Camden, N. J.:

- * Camden Teachers Association.
- Camden Teachers Council.
- * Camden Principals Association.

¹ Associations omitted from the above list: Buffalo Women Principals Council—part of Women Teachers Association; Chicago Elementary Teachers General Council—out of existence; Chicago Vocational Supervision League and Illinois Council of Parent-Teacher Associations—not teachers associations; Grand Rapids Grade Teachers Auxiliary—an informal group; Los Angeles Superintendent's Advisory Committee—not a voluntary teachers association; New Orleans—Louisiana State Education Association—not a local association; Male Principals Association of Borough of Queens; New York City Association of Men Principals; New York City Association of Women Principals; Men Principals Association of Manhattan and the Bronx—amalgamated. Washington, D. C.—Heads of Departments Association—informal; Primary Teachers Association and Principals Union—out of existence. All of these have been dropped from the list upon the basis of receipt of authoritative information with the exception of the one parent teacher association and one State Education association mentioned above, which were omitted because they were obviously erroneously included.

² The National Education Association supplied the names of associations in the following cities: Cambridge Mass.; Columbus, Ohio; Fort Worth, Tex.; Kansas City, Mo.; Louisville, Ky.; Memphis, Tenn.; Philadelphia, Pa.; Pittsburg, Pa.; Rochester, N. Y.; and Yonkers, N. Y.

³ An asterisk (*) before the name of an association indicates that it contributed data to this study.

Chicago, Ill.:

- Chicago Principals Club.
- Ella Flag Young Club (Women Principals).
- *George Howland Club (Men Principals).
- Chicago Teachers Federation.
- *Chicago Teachers League.
- *Chicago Federation of Men Teachers.
- *Chicago Federation of Women High School Teachers.
- *Chicago Schoolmasters Club.
- Assistant Principals in High Schools.
- Chicago High School Teachers Club.
- *Chicago Association of Assistants to the Principals.
- Chicago Eighth Grade Teachers Club.
- *Chicago Special Teachers Club.
- *Chicago Oral Teachers Club.
- Chicago Public School Kindergarten Association.
- Jahn Physical Training Club.
- Henry Suder Club (Womens Club of Department of Physical Education).
- Household Arts Club.
- Elementary Manual Training Teachers Club.
- Dean of Girls in High Schools.
- Chicago High School Teachers Council.
- Chicago Public School Teachers Council
- *Chicago Teachers Relief Society.
- *Chicago Division of State Teachers Association.
- Chicago Pedagogical Club.

Cincinnati, Ohio:

- *Cincinnati Schoolmasters Club.
- *Cincinnati Teachers Association.
- *Elementary Principals Club.
- *Elementary Assistant Principals Club.
- *Men High School Teachers Association.

Cleveland, Ohio:

- *Cleveland Teachers Federation.
- *Cleveland Educational Research Club.

Columbus, Ohio:

Columbus Teachers Federation.

Dallas, Tex.:

- High School Teachers Association.
- *Dallas Principals and Supervisors Association.
- Grade Teachers Council.

Dayton, Ohio:

- *Dayton Classroom Teachers Association.
- *Dayton Teachers Club.
- High School Womens Club.
- *Dayton Schoolmasters Club.
- *Principals and Supervisors Association.
- *Primary Council.
- Home Economics Association.
- Physical Education Association.
- Kindergarten Council.

Denver, Colo.:

- Denver Teachers Club.
- Denver Classroom Teachers Association.
- Denver Principals Association.

Des Moines, Ia.:

Des Moines Teachers Federation.

Detroit, Mich.:

- *Detroit Teachers Association.
- *Detroit English Club.
- *Detroit Mathematics Club.
- Detroit Schoolmens Club.
- *Hospital Association of the Teachers of Public Schools of Detroit.
- *Teachers Mutual Aid Association.

Fall River, Mass.:

Fall River Teachers Association.

- Grade Teachers Club.
- *Fall River Junior High School Teachers Club.

Fort Worth, Tex.:

Fort Worth Grade Teachers Council.

Grand Rapids, Mich.:

- *Grand Rapids Teachers Club.
- Principals Exchange Club (Elementary).
- Supervisors Round Table.
- Grand Rapids Kindergarten Club.
- *Grand Rapids Schoolmens Club.
- *Home Economics Club.
- *Art Teachers Club.
- *Special Class Club.

Hartford, Conn.:

*Hartford Grade Teachers Club.

Houston, Tex.

Houston Principals Association.

Houston Teachers Association.

Indianapolis, Ind.:

Teachers Federation.

Primary Council.

*Grade Teachers Club.

Jersey City, N. J.

*Teachers Association of Jersey City.

*Male Principals Association.

*Women Principals Association.

Teachers Club.

Schoolmens Club.

Kansas City, Kans.:

DuBois Club (Colored).

Administrative Club.

*Grade Teachers Club.

Teachers Council.

Grade Principals Club.

Kansas City, Mo.:

Council of Negro Teachers.

*Association of High School Women.

*Kansas City Teachers Club.

Los Angeles, Calif.:

*Adult Education Association of Los Angeles.

*Association of Department Heads.

Child Welfare Association.

Elementary Manual Training Teachers Club.

*Elementary Principals Club of Los Angeles.

*High School Teachers Association of Los Angeles.

*Los Angeles City School Masters Club.

*Los Angeles City Teachers Club.

*Los Angeles City Vocational Teachers Association.

*Los Angeles Commercial Teachers Association.

*Los Angeles Council of Supervisors.

*Los Angeles Evening High School Teachers and Principals Association.

Los Angeles High School Principals Association.

Los Angeles Senior High School Principals Association.

*Los Angeles Kindergarten Club.

*Los Angeles City Teachers Relief Association.

Louisville, Ky.:

*Louisville Educational Association.

Lowell, Mass.:

Lowell Teachers Organization.

Memphis, Tenn.:

Memphis Teachers Federation.

Milwaukee, Wis.:

Milwaukee Principals Association.

*Milwaukee Teachers Association.

Milwaukee Kindergarten Association.

*Milwaukee High School Teachers Association.

Teachers Cooperative Council.

Minneapolis, Minn.:

*Minneapolis Principals Forum.

*Minneapolis Teachers League.

Grade Teachers Section of the League.

Minneapolis Special Teachers Association.

*Minneapolis Teachers Club (Hospital Section of League).

*Minneapolis Classroom Teachers Association.

Minneapolis Federation of Teachers.

*Minneapolis English Teachers Club.

Minneapolis Froebel Club.

Nashville, Tenn.:

*Nashville City Teachers Association.

Teachers Benefit Association (colored).

*Principals Association.

Newark, N. J.:

*Newark Teachers Association.

Schoolmens Club.

*Newark Women Teachers Guild.

*Newark Principals Association.

High School Mens Association.

*High School Womens Association.

*Junior High School Teachers Association.

*Vice Principals Association.

First and Head Assistants Association.

Grade Teachers Association.

*Newark Kindergarten Association.

*Manual Training Teachers Association.

*Special Teachers Association.

Newark Continuation School Teachers Association.

Newark, N. J.—Continued.

*Teacher Clerks Organization of the Elementary Schools.

*Newark Physical Education Association.

High School Athletic Association.

*Newark Public School Athletic Association.

Newark School Nurses Association.

Academic Council.

New Bedford, Mass.:

New Bedford Teachers Association.

Primary Principals Club.

New¹ Haven, Conn.:

*New Haven Teachers League.

New¹ Orleans, La.:

New Orleans Educational Association.

*High School Teachers Association.

New Orleans Principals Association.

*New Orleans Public School Teachers Association.

New York, N. Y.:

Associated Teachers of Shopwork of the City of New York.

Association of Assistant Directors of Physical Training, Educational Hygiene, Music, and Manual Training of New York City.

*Association of Assistants to Principal of New York City.

Association of Male First Assistants in High Schools of New York City.

Association of Model Teachers of the City of New York.

Association of Public School Teachers of Crippled Children in the City of New York.

Association of Public School Teachers of the Deaf.

Association of Supervisory Teachers of Domestic Art.

*Association of Supervisors of Drawing of Elementary Schools, New York.

Association of Teachers in Charge of Elementary Schools.

Association of Women High School Teachers.

New York, N. Y.—Continued.

Association of Workers Among Delinquent Children.

*Brooklyn Men Principals Council.

*Brooklyn Teachers Association.

*Class Room Teachers Organization of Brooklyn.

Council of Attendance Officers.

*Continuation School Teachers Association.

*Critic Teachers Association of New York.

Evening High School Teachers Association.

*Brooklyn Heads of Department Association.

High School Clerical Assistants Association.

High School Principals Association.

*High School Teachers Association of New York City.

*Association of Home Economics Teachers of Elementary Schools of New York City.

Industrial Art Teachers Association of Evening High School of New York City.

Interborough Association of Women Teachers.

*Music Teachers Association.

New York City Association of Biology Teachers.

*New York Association of High School Teachers of German.

New York City Teachers Association.

*New York High School Librarians Association.

New York Principals Association.

New York Vocational Teachers Council.

Physical Training Teachers Association of Greater New York.

Professional Elementary Teachers Association.

*Public School Kindergarten Association of New York City.

Recreation Center Teachers Association.

*Seventh, Eighth, and Ninth Year Women Teachers Association, New York City.

New York, N. Y.—Continued.

Speech Improvement Teachers Association, City of New York.

Staten Island Teachers Association.

Staten Island Women Teachers Club.

*Teachers Association of the Borough of Queens.

Teachers Interests Organization.

Ungraded Teachers Association of New York.

Vocational High School Teachers Association.

Norfolk, Va.

*Norfolk Education Association.

Oakland, Calif.:

*Oakland Teachers Association.

Omaha, Nebr.:

*Omaha School Forum.

Kindergarten-Primary Council.

*Elementary School Principals Club.

Geography Council.

Paterson, N. J.:

*Paterson Teachers Association.

Paterson Principals Association.

Kindergarten Teachers Association.

Vice Principals Association.

Philadelphia, Pa.:

*Women Teachers Organization.

*High School Men's Association.

Mechanic Arts Association.

*High School Teachers Representative Committee.

Council of Higher Schools.

*Philadelphia Public School Council.

*Schoolmen's Club.

Special Class Teachers Association.

Clerical Assistants Association.

*English Teachers Club of Philadelphia.

*Art Teachers Association of Philadelphia.

Commerce Teachers Association. History Club.

*Home Economics Association of Philadelphia.

*Philadelphia Section of Association of Mathematics Teachers. of Middle States and Maryland.

Philadelphia, Pa.—Continued.

*Association of Modern Language Teachers of Philadelphia.

*Principals Club.

*Philadelphia Teachers Association. First Grade Primary Teachers Association.

Pittsburgh, Pa.:

*Pittsburgh Teachers Association.

Portland, Oreg.:

Portland Principals Association.

*Portland Grade Teachers Association.

*Portland High School Teachers Association.

Home Economics Association.

*Manual Training Teachers Association.

Providence, R. I.:

Providence Public School Teachers Association.

Federation of Women Teachers.

*High School Men Teachers Association of Providence.

Reading, Pa.:

*Reading Teachers Association.

Richmond, Va.:

Kindergarten League.

*Elementary School Teachers Association.

Junior High School Teachers Association.

Secondary School Teachers Association.

*League of Richmond Teachers.

Rochester, N. Y.:

*Rochester Teachers Association.

Salt Lake City, Utah:

*Salt Lake City Teachers Association.

San Antonio, Tex.

Elementary Principals Association.

*San Antonio Teachers Council.

San Francisco, Calif.:

*San Francisco High School Teachers Association.

San Francisco Council of School Women.

San Francisco Federation of Teachers.

*San Francisco Grade Teachers Association.

San Francisco Kate Kennedy School Women's Club.

San Francisco, Calif.—Continued.

- * San Francisco School Principals Association.

San Francisco School Teachers Annuity and Retirement Association.

- * Teachers Association of San Francisco.

San Francisco Teachers Mutual Aid Society.

- * San Francisco Teachers Union No. 61.

San Francisco Yerba Buena School Women's Club.

Scranton, Pa.:

Scranton Branch of Pennsylvania State Educational Association.

Seattle, Wash.:

- * Seattle Principals Association.

- * High School Teachers League.

- * Seattle Grade Teachers Club.

Spokane, Wash.:

Spokane Education Association.

Spokane High School Teachers Association.

- * Spokane Grade Teachers Association.

- * Elementary Principals Association. Ella Flagg Young Club.

Spokane Schoolmasters Club.

Women Principals Club.

Council of Primary Education.

Spokane Teachers Council.

Springfield, Mass.:

- * Springfield Teachers Economic Association.

- * Educational Club.

- * Springfield Teachers Club.

St. Louis, Mo.:

- * Elementary School Principals Association.

- * St. Louis Grade Teachers Association.

- * St. Louis High School Teachers Association.

- * St. Louis District, Missouri State Teachers Association.

St. Paul, Minn.:

Principals Club.

- * St. Paul Federation of Women Teachers.

St. Paul, Minn.—Continued.

Men Teachers Club.

- * St. Paul Kindergarten Club.

Taylor Memorial Aid Association.

Syracuse, N. Y.:

- * Syracuse Teachers Association.

- * Association of Women Principals.

Toledo, Ohio:

- * Toledo Teachers Association.

Intermediate Organization.

- * Toledo Council of Primary Education.

- * Principals and Supervisors Club.

Trenton, N. J.:

- * Trenton Teachers Club.

- * Grade Teachers Association.

- * Primary Teachers Association.

Trenton Teachers Chorus.

Trenton Teachers Council.

Washington, D. C.:

- * High School Teachers Association.

- * Education Association of the District of Columbia.

- * Kindergarten Teachers Association.

- * Principals Association of Graded White Schools.

- * Administrative Principals Association.

Teachers Union of Washington, D. C.

Board of Supervising Principals.

Wilmington, Del.:

- * Wilmington Teachers Association.

Worcester, Mass.:

- * Worcester Teachers Association.

Worcester Principals Club.

- * Levana Club.

- * Worcester High School Masters Club.

Junior High School Faculty Club.

- * Worcester Elementary Teachers Association.

First Grade Club.

Yonkers, N. Y.:

Yonkers Teachers Association.

Youngstown, Ohio:

- * Youngstown Education Association.

Appendix B

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